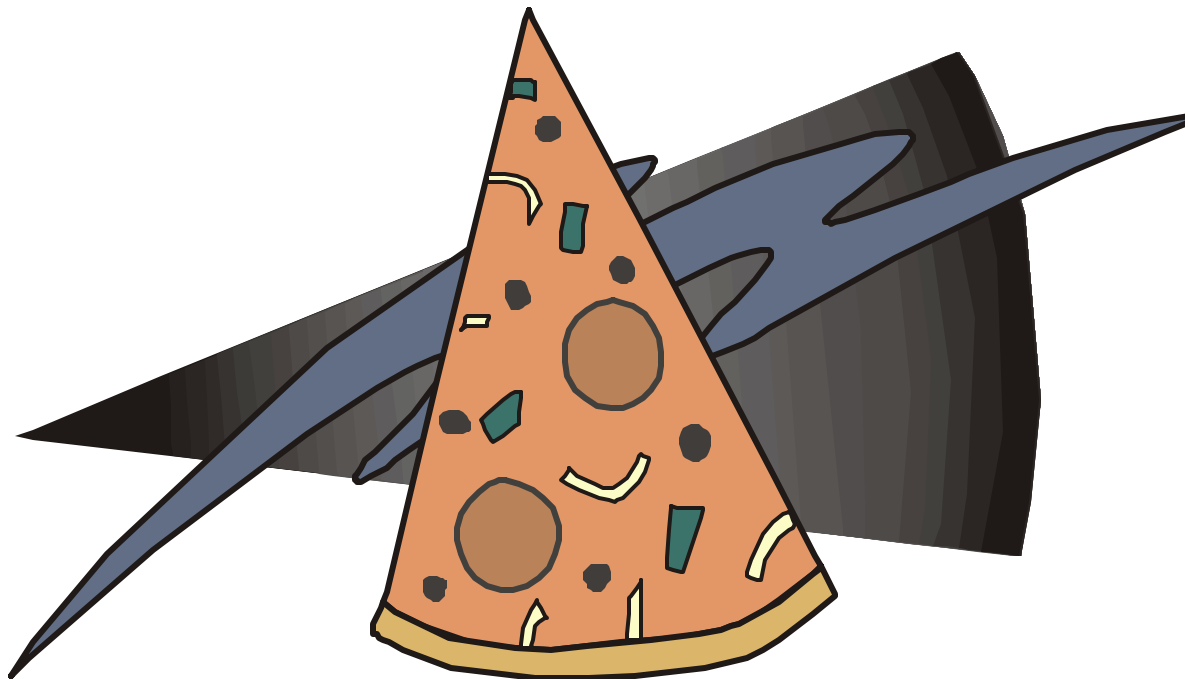


# LA PIZZA

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## Core French Model Unit Grade 4



Ministère  
de l'Éducation  
de la Saskatchewan

1999  
E102.2

TEACHING MATERIALS  
*from the*  
STEWART RESOURCES CENTRE





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# Guide











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**Field of experience:**            **Food**

**Topic to be developed:**       **Pizza**

**Experiential goal:**            **Students will plan and prepare  
for a pizza party.**

### **Learning Objectives**

The students will:

- participate in a variety of language activities on the topic of pizza
- identify different types of pizza
- discuss the various pizza toppings
- discuss different pizza menus
- create and present a pizza recipe
- work together to plan and prepare a pizza party
- strive for more accurate and effective use of linguistic structures
- demonstrate a positive attitude towards second language learning

The following vocabulary and linguistic content is included throughout the unit. The teacher and students should decide what elements will be included in the experiential goal.

- learning vocabulary about pizza
- determining what kinds of pizza the students prefer
- identifying what kinds of pizza the students' family members prefer
- learning how to order a pizza off a menu
- learning how to read and create a pizza recipe
- planning a pizza party

### **Suggested Steps**

1. Discuss favorite pizzas.
2. Discuss the experiential goal and the possible steps to achieve the goal.
3. Become familiar with the different kinds of pizzas.
4. Determine family preferences
5. Become familiar with the different toppings for pizzas.
6. Become familiar with pizza menus.
7. Become familiar with pizza recipes.
8. Create a pizza recipe and present it to the class.
9. Design an invitation and order form.
10. Plan and prepare for a pizza party.
11. Reflect on the unit.

This unit was developed following the curriculum guidelines by:

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### **The Experiential Goal**

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## Suggested Vocabulary

### La pizza

un party – party  
un party de pizzas – pizza party  
des garnitures (f) – toppings  
une pizza simple – plain pizza  
une pizza de luxe – deluxe pizza  
une pizza hawaïenne – Hawaiian pizza  
une pizza mexicaine – Mexican pizza  
une pizza végétarienne – vegetarian pizza  
une pizza aux fruits de mer – seafood pizza  
de l' ananas – pineapple  
des anchois (m) – anchovies  
du bacon – bacon  
du bœuf – beef  
du bœuf haché – ground beef  
des champignons (m) – mushrooms  
des crevettes (f) – shrimp  
des olives (noires/vertes) (f) – olives  
(black/green)  
des tomates (f) – tomatoes  
de la sauce tomate – tomato sauce  
du fromage – cheese  
du jambon – ham  
des poivrons (verts/rouges) (m) – peppers  
(green/red)  
un piment rouge – chili pepper  
du pepperoni – pepperoni  
des oignons (m) – onions  
de la saucisse – sausage  
de la saucisse italienne – Italian sausage  
des épices (f) – spices  
de la pâte – dough  
de la croûte – crust

### Les boissons

une boisson gazeuse – pop  
du lait – milk  
du jus– juice  
de l'eau – water  
du thé – tea  
du café – coffee  
du chocolat chaud – hot chocolate  
du lait frappé – milkshake

### Les salades

de la salade César – ceasar salad  
de la salade verte – green salad  
de la salade grecque – greek salad  
de la salade du chef – chef's salad

### Les desserts

la crème glacée (à la vanille, au chocolat, aux fraises) – ice cream (vanilla, chocolate, strawberry)  
le gâteau au chocolat – chocolate cake  
une tarte aux pommes – apple pie  
des fruits (m) – fruit

### Les adjectifs

le meilleur, la meilleure – best  
délicieux, délicieuse – delicious  
frais, fraîche – fresh  
piquant(e), épicée – spicy  
salé(e) – salty  
gratuit(e) – free

### Les verbes

aimer – to like  
adorer – to love  
détester – to hate  
commander – to order  
faire la cuisine – to cook  
goûter – to taste  
ajouter – to add  
chauffer – to heat  
couper – to cut  
étaier – to spread  
attendre – to wait  
mettre – to put  
préparer – to prepare  
mélanger – to mix  
faire – to make

### Les expressions

j'ai besoin de – I need  
beaucoup de – a lot of  
J'ai faim – I'm hungry

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**Field of experience:**      **Food**

**Topic to be developed:**   **Pizza**

**Experiential goal:**        **Students will plan and prepare for a pizza party.**

**SUGGESTED STEPS:**

**1. DISCUSS FAVORITE PIZZAS.**

**ACTIVITIES**

- 1.1 Brainstorm what kinds of pizza the students like.
- 1.2 Bring a pizza box to class that has some pictures of the different kinds of pizzas inside and see if the students can guess the French words for the types of pizzas or toppings for pizzas. This will make the teacher aware of the students' knowledge on this topic. Label the pictures and put them up in the classroom as references.
- 1.3 Students could make their own pizzas out of modeling clay.
- 1.4 **Supplementary Activity:** Play the song «*Je suis une pizza*» by Charlotte Diamond, and have the students write down as many words as they can that they understand. The teacher may need to play it a few times. At the end of the song, the teacher drops a pizza box on the floor so that all the parts of a pretend pizza fall out. The pretend pizza may be made out of modeling clay or paper.
- 1.5 **Supplementary Resource:**  
*«J'adore la pizza !» Images*

**2. DISCUSS THE EXPERIENTIAL GOAL AND THE POSSIBLE STEPS TO ACHIEVE THE GOAL.**

**ACTIVITIES**

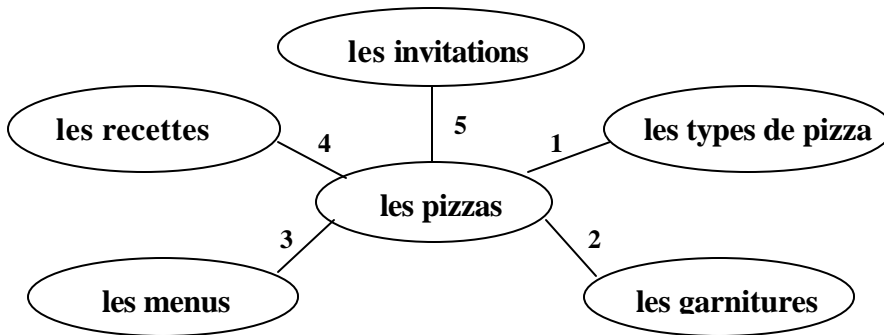
- 2.1 Discuss possible scenarios of holding a pizza party. Brainstorm all the necessary items required to hold the pizza party – invitations, decorations, pizza (order it or make it), entertainment (music, presentations), master/mistress of ceremonies. At this time, the teacher should mention that each student will also be

Teaching Notes

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responsible for making his/her own favorite pizza  
recipe before the pizza party.

2.2 From the above discussion, the class should decide what vocabulary will be necessary in order to achieve their goal. The teacher may wish to make a web on a poster to identify all of the necessary components the class must cover before completing the unit. (The numbers identify the order this unit introduces the vocabulary and concepts.)



### 3. BECOME FAMILIAR WITH THE DIFFERENT KINDS OF PIZZAS.

#### ACTIVITIES

- 3.1 **Annexe 1** Students look at the list of different types of pizzas and try to determine what they mean in English. Then as a class, do the example orally and explain the format of negation. The teacher may choose to do the six questions and answers together as a class before the students work together in pairs.
- 3.2 Survey the students to determine their favorite kinds of pizzas and create a graph on the board or on a poster.
- 3.3 The class may play the game « *Quatre Coins* » at this time to review the different kinds of pizza. « *Quatre Coins* » instructions:
  - ☒ Place a vocabulary card of different types of pizzas in each corner of the classroom. Have one student in the centre of the room count while the other students quietly move around the room until they stop in one of the corners. The student in the centre keeps his/her head down and eyes shut when he/she chooses a corner by calling out the vocabulary word.
  - ☒ If the teacher wishes to include more vocabulary cards, he/she may place them up throughout the room. This game could be called « *Bougez, Bougez* ».

#### Teaching Notes

- 3.4 Students could play « *Sept en Haut* » to review the vocabulary of the different types of pizzas. Since there are only six different types of pizzas listed on the vocabulary list, the teacher could include « *ma pizza favorite* ». « *Sept en Haut* » instructions:

This game is very similar to the English game «7-up» but is used to review vocabulary. The seven chosen students will each be given a vocabulary card. When the students who had their thumbs touched stand up and select the student they think touched their thumb, they call out the vocabulary word instead of the student's name.

- 3.5 As a method of oral evaluation, the teacher may wish to use **annexe 16**. Any time a student asks or answers a question in French, he/she may fill in a small box. To monitor this, the student can fill in a box only if the teacher says to: « *Tu peux colorer une boîte* ». After a few weeks, the teacher gathers the annexes in, and the names of all students who have a complete square of twenty-five small boxes filled in goes into a draw for a prize. This is a great way to motivate the students as well as a form of evaluation. Each square filled in could be equivalent to a mark. **Annexe 15** is an excellent daily motivational set that can be used any time the students are speaking in French.
- 3.6 The teacher may also evaluate the students' oral participation by using **annexe 17**. Any time a student answers or asks a question correctly, the teacher may put a ◀ or an X if the student is incorrect. The teacher may also wish to use a rating scale.
- 3.7 In addition, the teacher may wish to use **annexe 18** when students are working in pairs or groups. As the teacher circulates throughout the classroom and observes the students at work, a sticker or stamp is used to indicate that students are participating, are on task, are speaking French during the activity, etc.

#### 4. DETERMINE FAMILY PREFERENCES.

##### ACTIVITIES

- 4.1 **Annexe 2** Go through the examples orally and do some of the questions together as a class,. The students may work on this activity individually for the written component but with a partner for oral practice.

4.2 The class could play «*La Boîte de Surprises*» at this time to review the questions and answers from **annexe 2**. «*La Boîte de Surprises*» instructions:

- ☒ The teacher places the vocabulary words of different types of pizzas or the questions from **annexe 1** in a decorated box (could be the pizza box from step 1.2). Selected students pick from the box, and if they can correctly give the English meaning for the word or answer the question, they may receive a small prize. However, the teacher may not want to give a prize to each student so perhaps after ten correct answers from a variety of students, the class could play a game.

## EVALUATION

During any of the above activities, the teacher may wish to use **annexes 16, 17 and/or 18** for evaluation.

## 5. BECOME FAMILIAR WITH THE DIFFERENT TOPPINGS FOR PIZZAS.

### ACTIVITIES

5.1 **Annexe 3** Look at the list of pizza toppings and have the students identify all the words they know. For the unknown words, there are a variety of ways for the students to learn the English meanings: they could look the words up in the dictionary; the teacher could play hangman (*le bonhomme pendule*). One or more students could look the word up in the dictionary and play pictionary or charades for the rest of the class.

5.2 The class could play the game «*Répétez*» at this time. *Répétez* instructions:

- ☒ Students love this game because it is a competition between the class and the teacher. In front of the class, the teacher holds up a flashcard (**annexe 19**) and calls out a French vocabulary word from the unit list. The word stated might be the correct word for the flashcard or it might be incorrect. If the students think the word is correct, they repeat the word. If the students believe the word is incorrect, they do not say anything. If all of the students make the correct choice, the class receives a point, but if any of the students make a mistake, the teacher receives a point.

## Teaching Notes

5.3 **Annexe 4** The students are to choose the toppings they prefer on their pizzas. They may choose these toppings from **annexe 3**. After answering question one, they ask other classmates questions two through five. After completing this activity, the students can report their results to the class.

5.4 **Annexe 5** Two different ways to use this annexe:

- ☒ To play «Battleship», each student has the information in front of them (annexe 5). Working in pairs, each student chooses one of the spaces on the grid, and the other student tries to guess what the partner has chosen. The partners ask questions back and forth and the first person to guess the correct answer is the winner.
  
- ☒ This activity can also be done like a survey. The students move throughout the classroom asking other students if they like certain toppings on their pizza. Whenever a student replies «*Oui*», the student asking the question may put that student's name down in that box. Whenever the students have the entire grid filled in, they sit down. The first person to complete the activity is the winner. The students cannot put a student's name in more than one spot on the grid.

5.5 **Annexe 6** This is a fun game to review the pizza toppings.

5.6 **Annexe 7** Students do the word search «*La Pizza*»

5.7 **Supplementary Activity:** Listen to the song «*Je suis une pizza*» by Charlotte Diamond and make a worksheet where the words of the pizza toppings are blank so that the students have to fill them in.

## EVALUATION

5.8 During any of the above activities, the teacher may wish to use **annexes 16, 17** and/or **18** for evaluation.

## 6. BECOME FAMILIAR WITH PIZZA MENUS.

### ACTIVITIES

6.1 **Annexe 8** Read through this menu and make sure that all students understand the vocabulary. Discuss the difference in how prices are written in English and French.



6.2 **Annexe 9** Students must refer to **annexe 8** in order to do this activity. The students could work on this independently first and then with a partner or as a class for oral practice.

6.3 Students could make their own menus.

6.4 The class could play «*Le Jeu de Concentration*» to review all vocabulary that has been learned in this unit so far. «*Le Jeu de Concentration*» instructions:

- ☒ The teacher can either use small flashcards (**annexe 19**) or vocabulary cards. In addition to the flashcards or vocabulary cards there must be the matching vocabulary cards. For example, there might be a picture of cheese on one card and the words «*du fromage*» on another card or there could be the words «cheese» on one card and «*du fromage*» on another card. The teacher places the cards upside down and the students try to match the cards. There could be two teams trying to find the most matching pairs.
- ☒ This game can be used at any time throughout a unit especially after the students have learned the majority of the unit vocabulary.

## EVALUATION

6.5 During any of the above activities, the teacher may wish to use **annexes 16, 17** and/or **18** for evaluation.

## 7. BECOME FAMILIAR WITH PIZZA RECIPES.

### ACTIVITIES

7.1 **Annexe 10** The class reads the recipe «*La Pizza Super*» and discusses the vocabulary. This annexe is provided as an example of a pizza recipe. It will be used as a reference for **annexe 11** and as an example for students to refer to when they are creating their pizza recipes.

7.2 **Annexe 11** Students put the recipe instructions in a correct order. They could work on this independently or with a partner. Another way to use this annexe is to cut the sentences into separate pieces of paper and give one to each student in a group of nine. The students could read their sentences out loud and decide in what order the instructions should be. When the students are finished, they could read their recipe out loud to the class.

7.3 Students could make a grocery list of the items they will

## Teaching Notes

## Teaching Notes

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need for their favorite pizza recipe which they will be creating in the next step. The structure «*J'ai besoin de*» will need to be taught.

7.4 Students could play «*La guerre des élèves*» to review all of the vocabulary they have learned in this unit. «*La Guerre des Élèves*» instructions:

- ☒ This is similar to the format of the game «Family Feud». There are two teams, and a member from each team comes forward to answer a question. Each student places one hand on the top of a desk, and when the teacher asks the question the students try to quickly cover up the object in front of them on the desk (often a bingo chip).

The student who is first to cover up the object, gets a chance to answer the question. If that student is correct, he/she receives two points for his/her team. If that student is incorrect, the other contestant can try to answer the question in order to receive one point for his/her team.

- The teacher can call out vocabulary words that the students must translate into English or French or ask questions.

## EVALUATION

7.5 During any of the above activities, the teacher may wish to use **annexes 16, 17** and/or **18** for evaluation.

7.6 As an oral evaluation, the teacher may want to have the students participate in «*La Chaise Chaude*» (Hot Seat). «*La Chaise Chaude*» instructions:

- ☒ Before this game can be played, the students need to know some questions and answers about the topic. Usually the teacher and students generate a list of questions and answers. This activity is an excellent method of reviewing at the end of the unit.
- Each student will be chosen at some time to sit in the «Hot Seat». The other students will then ask this student questions off the list (the number of questions must be decided in advance). Each time a student asks a question, he/she may receive one mark

according to his/her pronunciation. Each time a student answers a question, he/she may receive two marks according to his/her pronunciation, format and answer.

- This is a quick and easy way to evaluate the students' oral comprehension and pronunciation. See **annexe 17** for an example of evaluation. The teacher may change the number of marks for each question and answer.

## 8. CREATE A PIZZA RECIPE AND PRESENT IT TO THE CLASS.

### ACTIVITIES

8.1 By referring to **annexe 10**, the students should be able to create their own pizza recipes. The teacher may wish to do another example on the board identifying certain grammatical structures such as the correct forms of the verbs.

8.2 In addition to the recipe, the students draw a picture of their favorite pizza and label the toppings. They also title their picture.

8.3 The students must be aware that they will be presenting their pizza posters and recipes in front of the class.

8.4 Before the students begin working on their recipes, the class should decide on how they will be evaluated. **Annexe 12** is an example of an evaluation form but would need to be edited according to the specific class's criteria, expectations and level. The students should have a copy of the evaluation sheet as a checklist before preparing their projects.

## 9. DESIGN AN INVITATION AND ORDER FORM.

### ACTIVITIES

9.1 The class must decide on the date, time and location of their pizza party. In addition, they must decide if they are going to make their own pizzas or order them, and what kinds of pizzas they are going to offer. Are they going to have additional items on their order form such as drinks and desserts? Refer to **annexe 13** as an example of an invitation and order form.

### Teaching Notes

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## 10. PLAN AND PREPARE FOR A PIZZA PARTY.

### ACTIVITIES

- 10.1 Brainstorm all of the necessary items required in order to hold the pizza party: pizzas (order them or make them), entertainment (music, presentations), master/mistress of ceremonies, decorations, etc.
- 10.2 Assign what each student must do. Put the students in groups responsible for specific jobs.
- 10.3 Practice going through the program.
- 10.4 Order or prepare the pizzas. Set the tables.
- 10.5 Have the pizza party and then clean up.
- 10.6 **Annexe 14** Students complete a self-evaluation on their participation for the pizza party.

## 11. REFLECT ON THE UNIT.

### ACTIVITIES

- 11.1 Discuss the following questions with the class: Did the students enjoy the pizza party? Did the parents and guests enjoy the pizza party? What were the students favorite activities in this unit? Could the students order from a pizza menu, and could they read a pizza recipe? How could they have changed their pizza party? What did they learn in this unit?
- 11.2 **Annexe 15** Students complete a self-evaluation.

### Teaching Notes





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# ANNEXES

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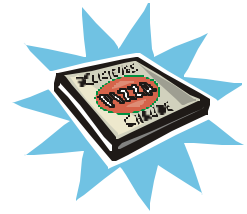








**ANNEXE 1 : QUELLE SORTE DE PIZZA EST-CE QUE TU AIMES ?**





Question : Est-ce que tu aimes la pizza simple ?

- Oui, j'adore la pizza simple.
- ① Non, je n'aime pas la pizza simple.



Les pizzas	 J'adore	 J'aime	 Je n'aime pas	 Je déteste
La pizza simple				
La pizza hawaïenne				
La pizza de luxe				
La pizza végétarienne				
La pizza mexicaine				
La pizza aux fruits de mer				

Maintenant, demande à ton ami(e) quelle sorte de pizza il/elle aime ?

Les pizzas	 Il/Elle adore	 Il/Elle aime	 Il/Elle n'aime pas	 Il/Elle déteste
La pizza simple				
La pizza hawaïenne				
La pizza de luxe				
La pizza végétarienne				
La pizza mexicaine				
La pizza aux fruits de mer				

**Teaching Notes**

- Students can also practice the structure «*Aimes-tu la pizza simple ?*»
- There are a variety of ways to use this annexe. The teacher may ask the students the questions, the students may ask each other the questions for **Annexe 16** or the students may work with a partner.
- While the students are asking and answering questions, the teacher may evaluate using **Annexe 17**.

**ANNEXE 2 : QUELLE SORTE DE PIZZA EST-CE QUE TA FAMILLE AIME ?**

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Question : Est-ce que ta mère aime la pizza de luxe ?

- Oui, ma mère aime la pizza de luxe.
- Non, ma mère n'aime pas la pizza de luxe.

1. Ta mère :

Q : \_\_\_\_\_

R : \_\_\_\_\_

2. Ton père :

Q : \_\_\_\_\_

R : \_\_\_\_\_

3. Ta sœur :

Q : \_\_\_\_\_

R : \_\_\_\_\_

4. Ton frère :

Q : \_\_\_\_\_

R : \_\_\_\_\_

5. \_\_\_\_\_

Q : \_\_\_\_\_

R : \_\_\_\_\_

6. \_\_\_\_\_

Q : \_\_\_\_\_

R : \_\_\_\_\_

#### Teaching Notes

- Refer to **Annexe 1** for the different types of pizza the students could ask in their questions.
- The teacher and students may wish to add other family members to this list: *ton grand-père, ta grand-mère, ton oncle, ta tante, ta belle-sœur, ton beau-frère, ton chien, ton chat*, etc.
- In this activity, students will have to practice using the possessive pronouns, «*mon, ma,*» et «*ton, ta*». The teacher could include «*tes ami(e)s*» for a plural example.
- This annexe could be used for oral or written evaluation.

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**ANNEXE 3 : LA PHRASE SECRÈTE**

Regarde la liste de garnitures qu'on peut mettre sur une pizza et choisis une chose de chaque liste. Ton ou ta partenaire doit deviner ta phrase secrète. Écris le numéro de choses correctes sur le blanc après la phrase.

Ex. J'aime les oignons, le fromage et le pepperoni.   3  

	les tomates	le fromage		l'ananas
	les oignons	les champignons		la sauce tomate
J'aime	le bacon	le jambon	et	les poivrons verts
	les anchois	les crevettes		le pepperoni
	les olives	le bœuf haché		la saucisse italienne

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Teaching Notes**

- Before beginning this activity, students could identify the words they know in the lists and share them with the class. For the words that the students don't know, they could look them up in a dictionary and play a variety of quick games that are described in the suggested steps.
- Before the students work in pairs, the teacher should model this activity in front of the class. The students guess sentences while the teacher writes the sentences on the board and identifies the number of correct items.
- For more practice, the student who correctly chooses the secret sentence could then come to the front of the class and be the leader.

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## ANNEXE 4 : QUESTIONS

Réponds à la question numéro un, et après ça, demande à tes ami(e)s qu'est-ce qu'ils aiment sur leurs pizzas.

Qu'est-ce que tu voudrais sur ta pizza ?

Sur ma pizza, je voudrais du fromage, du jambon et des champignons.

Sur sa pizza, Lisette voudrait des poivrons verts, du pepperoni et des olives.

1. Qu'est-ce que tu voudrais sur ta pizza ?

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2. Qu'est-ce que tu voudrais sur ta pizza ?

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3. Qu'est-ce que tu voudrais sur ta pizza ?

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4. Qu'est-ce que tu voudrais sur ta pizza ?

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5. Qu'est-ce que tu voudrais sur ta pizza ?

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### Teaching Notes

- The teacher must explain the possessive pronoun «sa».
- Students must be careful that they answer number one according to what they like on their own pizza, but for the other questions they ask classmates what they like on their pizza.
- Students should always be consistent – use the indefinite articles (*du, de la, des, un, une*) in the sentence even if the definite articles (*le, la, les*) are used in the Suggested Vocabulary.
- Note that the partitive article (*du, de la, des, de l'*) is used with the verbes «vouloir» (*voudrais*) and the definite article (*le, la, les*) is used with the verb «aimer».

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**ANNEXE 5 : CHOISIS UNE GARNITURE**

Regarde les garnitures et choisis une garniture. Fais l'activité comme le jeu «Battleship» en se servant des structures, «J'aime» et «Je n'aime pas».

Q : Est-ce que tu aimes les tomates ?

R : Oui, j'aime les tomates.

R : Non, je n'aime pas les tomates.

les anchois	le jambon	les oignons
les crevettes	le fromage	l'ananas
les poivrons verts	les olives	les champignons
les tomates	la saucisse	le bœuf haché
_____	_____	_____

**Teaching Notes**

- There is space for the students to include additional foods.
- To play «Battleship», each student has the information in front of them **annexe 5**. Working in pairs, each student chooses one of the spaces on the grid, and the other student tries to guess what the partner has chosen. The partners ask questions back and forth and the first person to guess the correct answer is the winner.
- This activity can also be used like a survey. The students move throughout the classroom asking other students if they like certain toppings on their pizza. Whenever a student replies «Oui», the student asking the question may put that student's name down in that box. Whenever the students have the entire grid filled in, they sit down. The first person to complete the activity is the winner. The students cannot put a student's name in more than one spot on the grid.
- Model this activity before the students begin.

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## ANNEXE 6 : UNE PIZZA

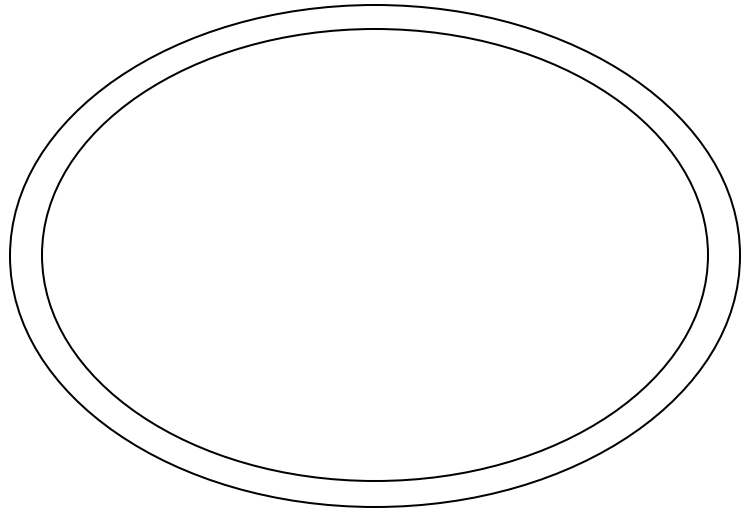
Qu'est-ce qu'il y a sur la pizza ? Choisis les garnitures que tu penses sont sur cette pizza.

Q : Est-ce qu'il y a \_\_\_\_\_ sur la pizza ?

R : Oui, il y a \_\_\_\_\_ sur la pizza.

R : Non, il n'y a pas **de** \_\_\_\_\_ sur la pizza.

# UNE PIZZA



des anchois

des crevettes

des poivrons verts

des tomates

du jambon

du fromage

des olives

de la saucisse

des oignons

des ananas

des champignons

du boeuf haché

### Teaching Notes

- Play this game like «*Le Bonhomme Pendu*» (Hangman). One student picks a specified number of pizza toppings and writes them down. The other student tries to guess what is on the pizza: «*Est-ce qu'il y a des champignons sur la pizza ?*» Each time the guess is correct, the student draws that topping on the pizza; however, if the guess is incorrect, the leader colours in one letter of the words «*Une Pizza*». If the leader finishes colouring in the word before the pizza is correctly drawn, he/she wins.
- This activity could be done with the whole class on an overhead or in pairs.
- The teacher must explain to the students that «*de*» always comes after «*pas*» in the negative.

ANNEXE 7 : LA PIZZA

S	A	U	C	E	A	U	X	T	O	M	A	T	E	S	J	I	A	H	Q
A	C	E	G	I	L	K	Q	S	U	V	T	A	R	W	Y	T	C	C	B
K	P	N	O	M	O	C	K	B	H	E	G	I	A	C	H	U	E	H	D
I	J	Y	T	Z	U	R	N	E	A	I	J	K	I	Z	S	V	G	A	Z
L	P	S	K	U	V	O	J	H	M	K	J	S	X	M	N	W	F	M	W
J	R	Q	W	V	W	U	D	X	B	K	L	E	M	O	R	B	D	P	X
B	H	G	W	W	Y	T	G	V	U	I	M	C	C	Q	A	P	K	I	A
E	A	I	V	X	Y	E	C	F	R	H	J	I	N	B	I	I	K	G	F
D	I	C	F	U	A	R	S	T	G	T	F	P	Q	D	J	S	J	N	S
C	H	G	O	Z	P	Q	J	O	E	N	X	E	Z	B	C	K	L	O	T
P	G	F	E	N	R	I	U	U	R	V	Y	W	A	M	A	R	B	N	A
O	B	M	L	K	J	T	F	S	Z	A	N	O	P	M	G	C	K	S	Y
I	O	P	I	Z	Z	A	P	X	Z	Y	N	D	I	E	H	F	J	I	O
V	N	P	E	Z	Z	S	X	A	P	B	C	A	E	C	F	G	H	J	I
R	F	T	Y	T	A	U	V	A	I	D	C	D	N	M	Q	N	P	O	L
O	R	S	D	S	T	W	Z	M	P	B	E	K	L	A	W	X	D	Q	E
N	O	U	I	Q	L	Z	A	Q	A	I	J	I	O	H	S	E	B	S	N
R	M	R	Q	R	M	L	R	Z	H	I	A	K	X	G	E	O	A	U	D
O	A	V	C	N	A	S	Y	G	R	P	O	A	O	F	C	N	N	W	H
U	G	X	O	S	T	X	F	E	A	B	P	B	X	X	C	N	C	Y	G
G	E	Z	P	W	W	Z	L	Q	Q	L	C	D	O	H	A	W	H	A	Z
E	T	A	R	U	V	E	P	O	P	E	Q	X	O	B	A	W	O	C	T
O	M	K	I	G	C	E	C	A	Z	B	D	F	H	J	L	N	I	P	A
Y	Q	R	S	T	U	V	W	J	A	M	B	O	N	Y	D	D	S	P	W
B	P	O	I	V	R	O	N	V	E	R	T	X	Z	A	C	E	Q	R	S

PIZZA

CROUTE

SAUCE AUX TOMATES

ÉPICES

ANANAS

CELERI

POIVRON ROUGE

FROMAGE

JAMBON

BACON

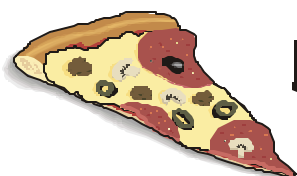
CHAMPIGNONS

HAMBURGER

ANCHOIS

SALAMI

POIVRON VERT



## LES PIZZAS EXTRAORDINAIRES



### Salades

salade du jardin	2,75\$
salade césar	4,25\$
salade grecque	4,25\$
salade du chef	4,25\$

### Pizzas

	<u>Petite</u>	<u>Moyenne</u>	<u>Grande</u>
#1 Pizza simple (sauce tomate, fromage)	7,00\$	8,00\$	9,00\$
#2 Pizza hawaïenne (sauce tomate, jambon, ananas, fromage)	7,75\$	8,75\$	9,75\$
#3 Pizza mexicaine (sauce tomate, boeuf haché, tomates, oignons, poivrons verts, piment rouge, fromage)	8,50\$	9,50\$	10,50\$
#4 Pizza végétarienne (sauce tomate, tomates, oignons, ananas, poivrons verts et rouges, olives, fromage)	8,00\$	9,00\$	10,00\$
#5 Pizza de luxe (toutes les garnitures)	9,00\$	10,00\$	11,00\$

### Les Garnitures :

### **Fraîches !**

### **Savoureuses !**

sauce tomate, ananas, anchois, bacon, bœuf haché, champignons, crevettes, olives, tomates, jambon, poivrons verts, piment rouge, pepperoni, oignons, saucisse, fromage

### Boissons

	<u>Petit</u>	<u>Grand</u>
Boisson gazeuse	1,00\$	1,50\$
Lait	1,25\$	1,75\$
Jus	1,25\$	1,75\$
Thé	1,00\$	
Café	1,00\$	
Chocolat chaud	1,25\$	
Lait frappé	3,00\$	

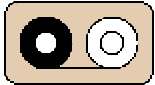
### Desserts

Crème glacée (vanille, chocolat, fraise)	1,50\$
Gâteau au chocolat	2,50\$
Tarte aux pommes	3,00\$
Fruits	2,75\$



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**ANNEXE 9 : COMMANDE UNE PIZZA AU TÉLÉPHONE**



Commande une pizza au téléphone. Quelle sorte de pizza est-ce que tu voudrais commander ? Regarde **Annexe 8**.

- 1) Bonjour. Je voudrais commander une pizza s'il vous plaît, mais je ne sais pas quelle sorte. J'aime la sauce tomate, le bœuf haché, les oignons, les poivrons verts, les tomates et le piment rouge. Je n'aime pas les crevettes, le bacon et les ananas. Quelle sorte de pizza est-ce que je pourrais commander et c'est combien ?

R : Tu pourrais commander \_\_\_\_\_ et ça coûte \_\_\_\_\_.

- 2) Salut. Je voudrais commander une pizza s'il vous plaît, mais je ne sais pas quelle sorte. Je n'aime pas les poivrons verts et les ananas. Quelle sorte de pizza est-ce que je pourrais commander et c'est combien ?

R : Tu pourrais commander \_\_\_\_\_ et ça coûte \_\_\_\_\_.

- 3) Allô. Je voudrais commander une pizza s'il vous plaît, mais je ne sais pas quelle sorte. J'aime les oignons, les olives, les tomates, les ananas, les poivrons verts et rouges et le fromage. Quelle sorte de pizza est-ce que je pourrais commander et c'est combien ?

R : Tu pourrais commander \_\_\_\_\_ et ça coûte \_\_\_\_\_.

- 4) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 5) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Teaching Notes**

- Students could work on this independently, and after with a partner or the class for oral practice.
- Students could create their own telephone conversations for numbers four and five.
- Review numbers and money with the students.

## La Pizza Super

### Les Ingrédients :

de la pâte  
de la sauce tomate  
du fromage  
du jambon  
des champignons  
des oignons  
des ananas  
du pepperoni



- 1) Préparez la pâte.
- 2) Étalez la sauce tomate sur la pâte.
- 3) Coupez les oignons et les champignons
- 4) Mettez le jambon et le pepperoni sur la sauce tomate.
- 5) Ajoutez les oignons, les champignons, les ananas et beaucoup de fromage. J'adore le fromage !
- 6) Mettez la pizza dans un four chaud.
- 7) Attendez vingt minutes et voilà c'est la pizza super !

### Teaching Notes

- As a class, read through the above recipe and have the students identify unknown words. They could then try to guess the meaning of the words by the context, or they could do the activities mentioned in Step 5.1 to determine the meanings of the unknown words.
- This annexe is provided as an example of a pizza recipe. It will be used as a reference for **annexe 11** and as an example for students to refer to when they are creating their pizza recipes.

ANNEXE 11 : MA PIZZA FAVORITE

Mets les instructions de cette recette en ordre. Écris le numéro à côté de chaque phrase.

**Ma Pizza Favorite**



Étalez la sauce tomate sur la pâte.

Mettez les tomates et le bacon sur la pâte.

Attendez vingt minutes.

Mettez la pizza dans un four chaud.

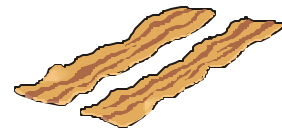


Préparez la pâte.

Ajoutez les oignons et les poivrons verts sur les tomates et le bacon.



Mettez beaucoup de fromage sur les autres garnitures.



Voilà ma pizza favorite.



Coupez les oignons, les tomates, les poivrons verts.

**Teaching Notes**

- Depending on the level of the students, a review of the above vocabulary might be necessary.
- There may be more than one correct order for this activity.

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**ANNEXE 12 : L'ÉVALUATION DES RECETTES**

Nom : \_\_\_\_\_

A) Le poster

1) Neat and colourful picture \_\_\_\_\_ / 10

2) Correct spelling \_\_\_\_\_ / 10  
(title and labeled toppings)

B) La recette

1) Correct spelling and grammar \_\_\_\_\_ / 15

C) La présentation

1) Spoke clearly and loud enough \_\_\_\_\_ / 5

2) Correct pronunciation \_\_\_\_\_ / 5

Total mark: \_\_\_\_\_ / 45

**Teaching Notes**

- This evaluation may vary depending on the criteria, expectations and level of students.
- The teacher should go through this annexe with the students before they present their recipes so that they understand how they will be evaluated.
- The class may want to develop their own evaluation sheet together.

**Le party des pizzas  
4e année**

*Nous voudrions vous inviter à notre party des pizzas mardi le 16 juin à l'école Vanier à 1h.*

*Combien de personnes dans votre famille peuvent venir pour notre party ?  
Donnez les noms s'il vous plaît.*



Noms :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Combien de morceaux  
(\$1.25 le morceau)

1) Pizza hawaïenne  
(ananas, jambon, fromage,  
sauce tomate)

\_\_\_\_\_

2) Pizza de luxe  
(jambon, pepperoni, saucisse, oignons,  
tomates, olives, poivrons verts, fromage  
et sauce tomate)

\_\_\_\_\_

3) Pizza simple  
(sauce tomate et fromage)

\_\_\_\_\_

4) Lait au chocolat

\_\_\_\_\_

5) Jus

\_\_\_\_\_

6) Crème glacée (vanille ou chocolat)

\_\_\_\_\_

7) Gâteau au chocolat

\_\_\_\_\_

*Merci beaucoup. Nous espérons vous voir à notre party des pizzas !*










**Teaching Notes**

- This is only an example of an invitation and would have to be changed according to the class's pizza party.
- The class should create the invitation together. One identical copy could be sent home with each student, or each student could design their own invitation to take home.

**Auto-évaluation de mon travail de groupe**

**Nom :**

**Date :**


























	3	2	1
J'ai participé à l'activité.			
J'ai fait ma part de la tâche.			
J'ai essayé de parler français.			

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**ANNEXE 15 : L'AUTO-ÉVALUATION DE CETTE UNITÉ**

La date : \_\_\_\_\_

Nom : \_\_\_\_\_

	<b>toujours</b>	<b>souvent</b>	<b>assez souvent</b>	<b>quelquefois</b>	<b>rarement</b>
1. Je peux lire un menu des pizzas.					
2. Je peux lire une recette d'une pizza.					
3. Je peux écrire une recette d'une pizza.					
4. Je peux aider à préparer un party des pizzas.					
5. Je peux parler au sujet des pizzas.					

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**ANNEXE 16 : AUTO-ÉVALUATION**

**Combien de fois est-ce que j'ai parlé ?  
(poser une question, répondre à une question...)**

**Nom de l'élève : \_\_\_\_\_**













**Teaching Notes**

- The students may record the number of times they ask or answer a question in class only if the teacher says «*tu peux colorer une boîte*». After a certain amount of time, the teacher will gather the sheets. The names of all the students who have a complete square of twenty-five small boxes filled in go into a draw for a prize.



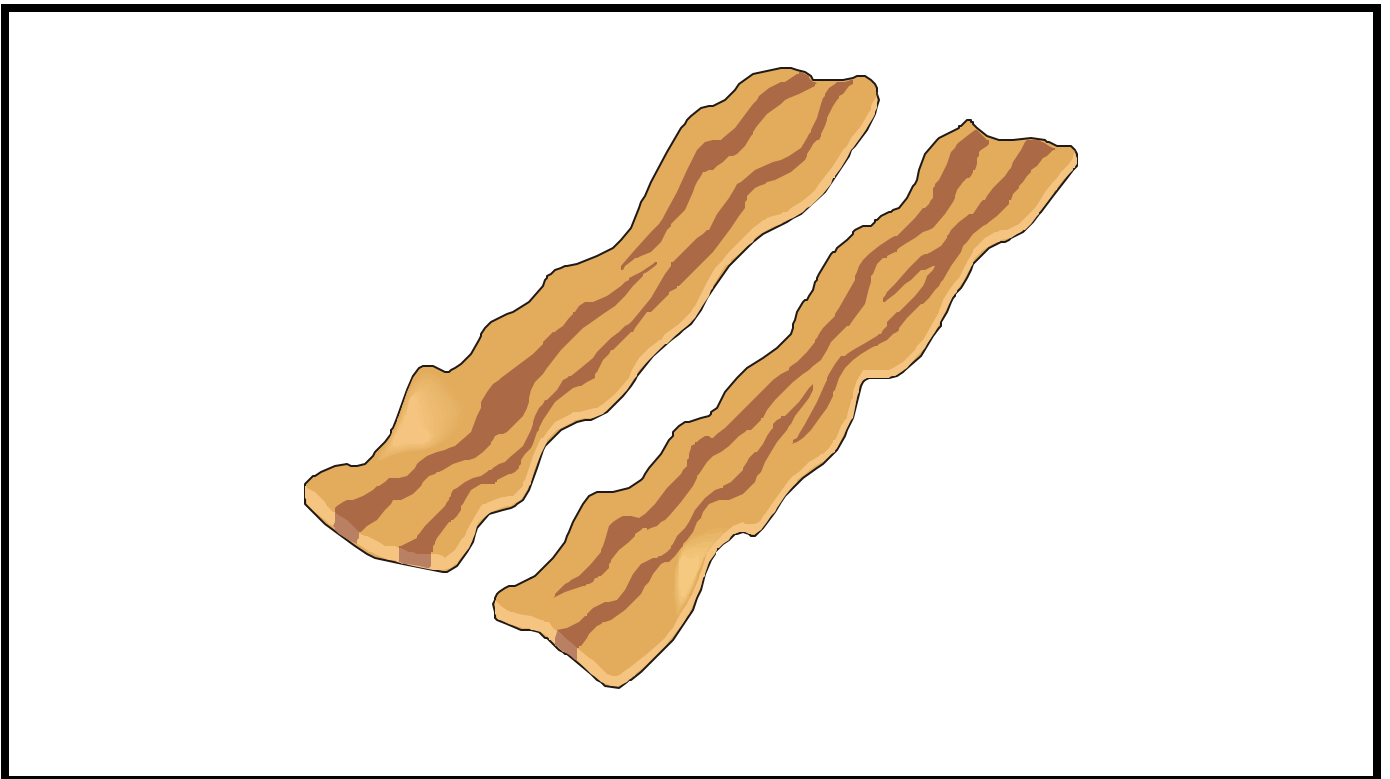
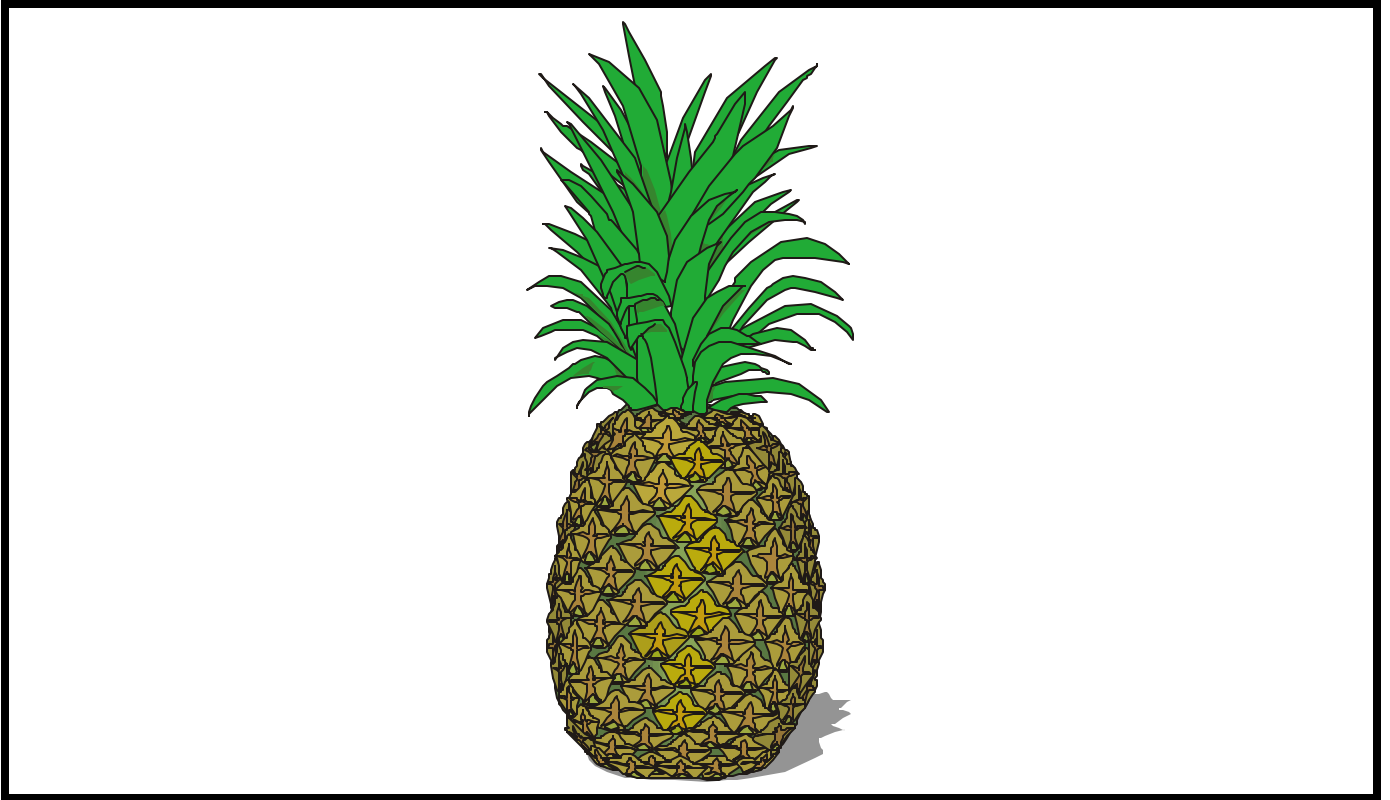


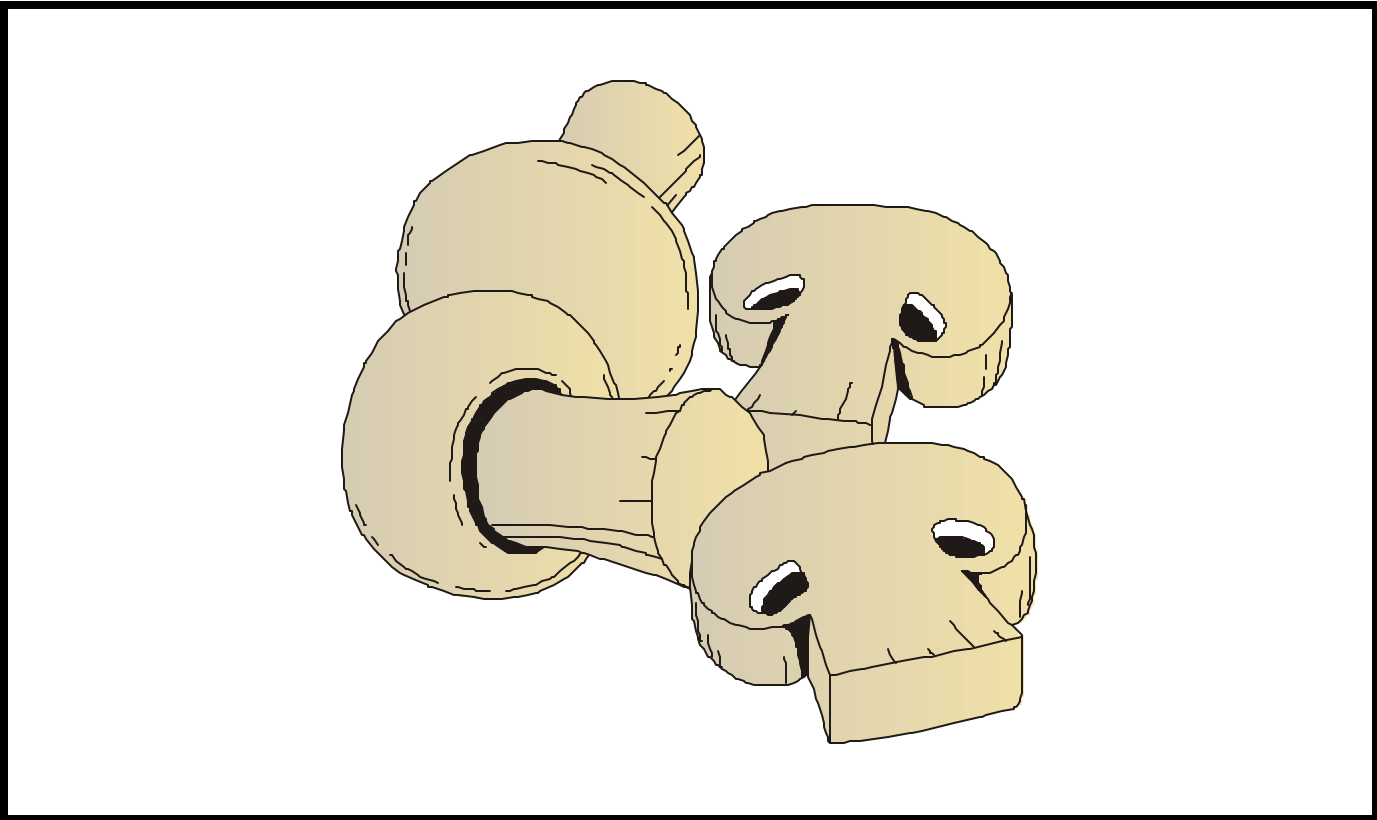
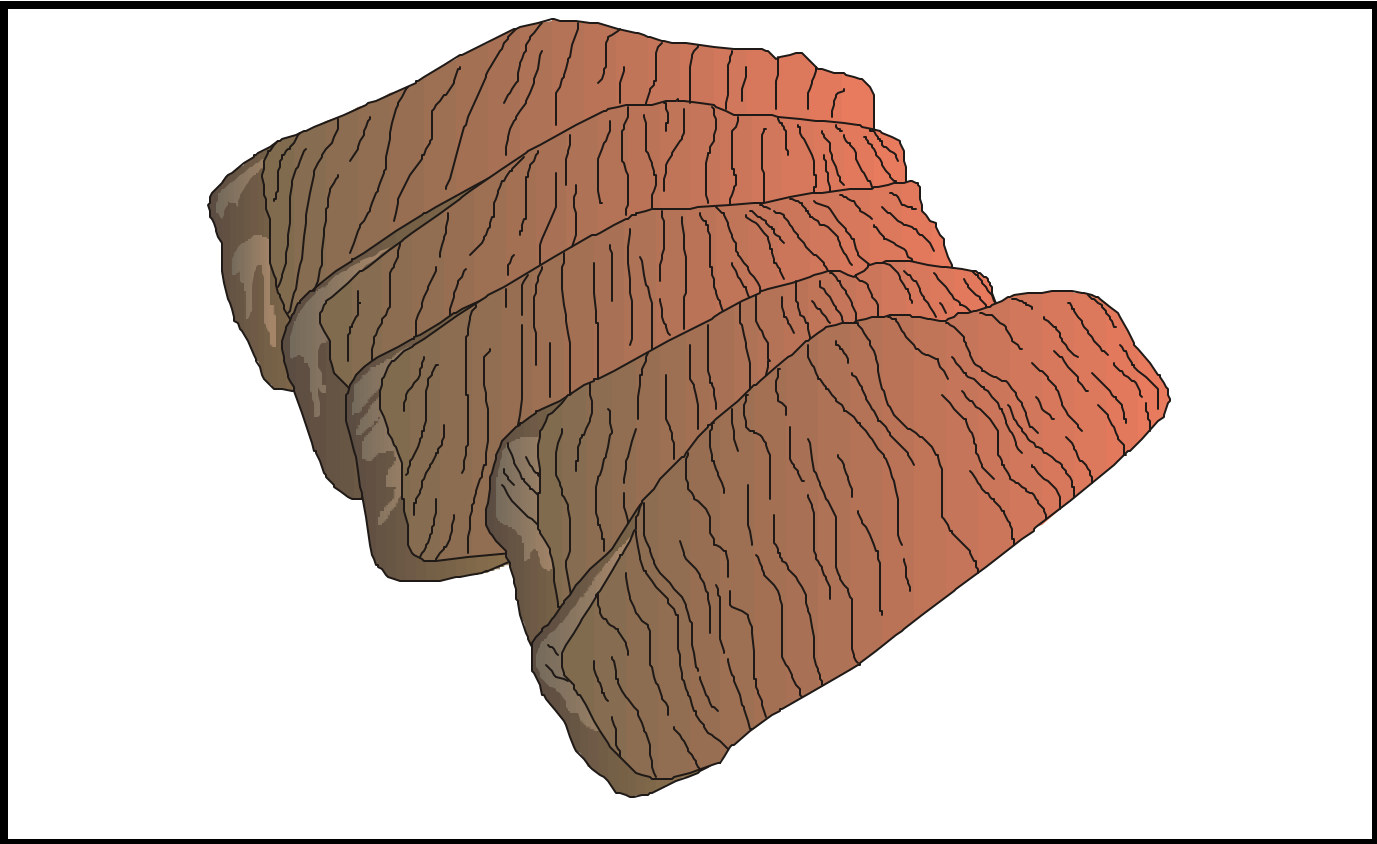
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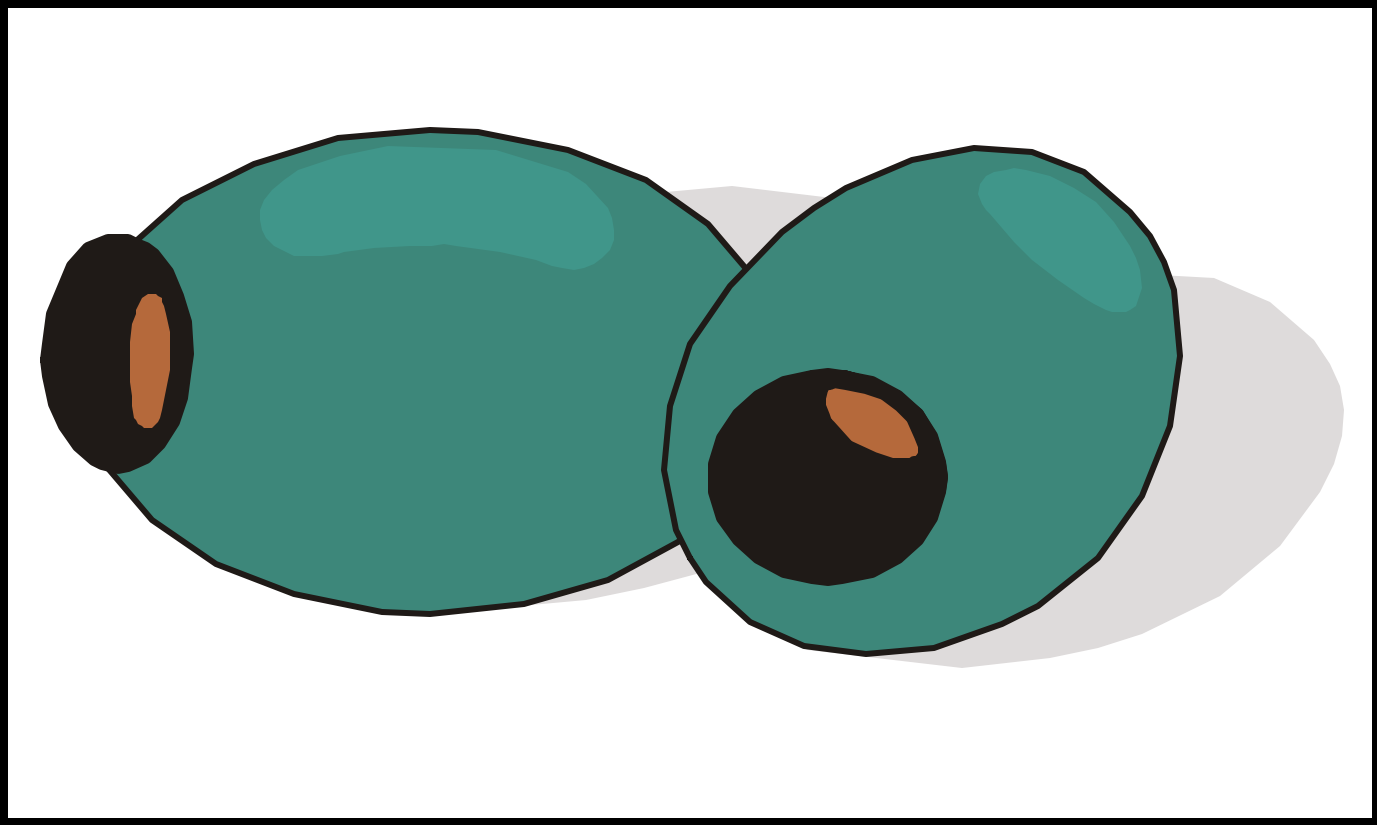
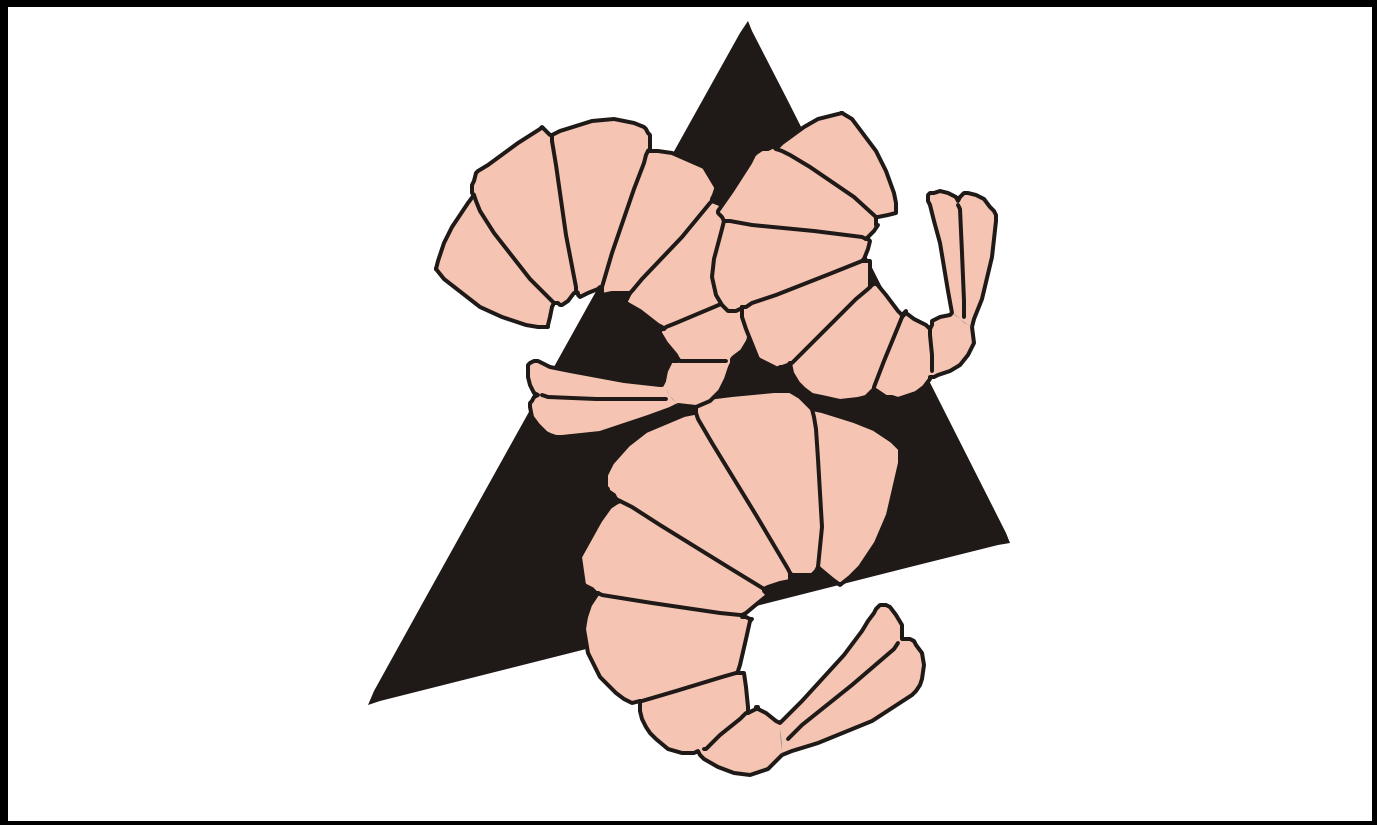
**ANNEXE 18 : PARTICIPATION DE L'ÉLÈVE****Nom de l'élève :** \_\_\_\_\_

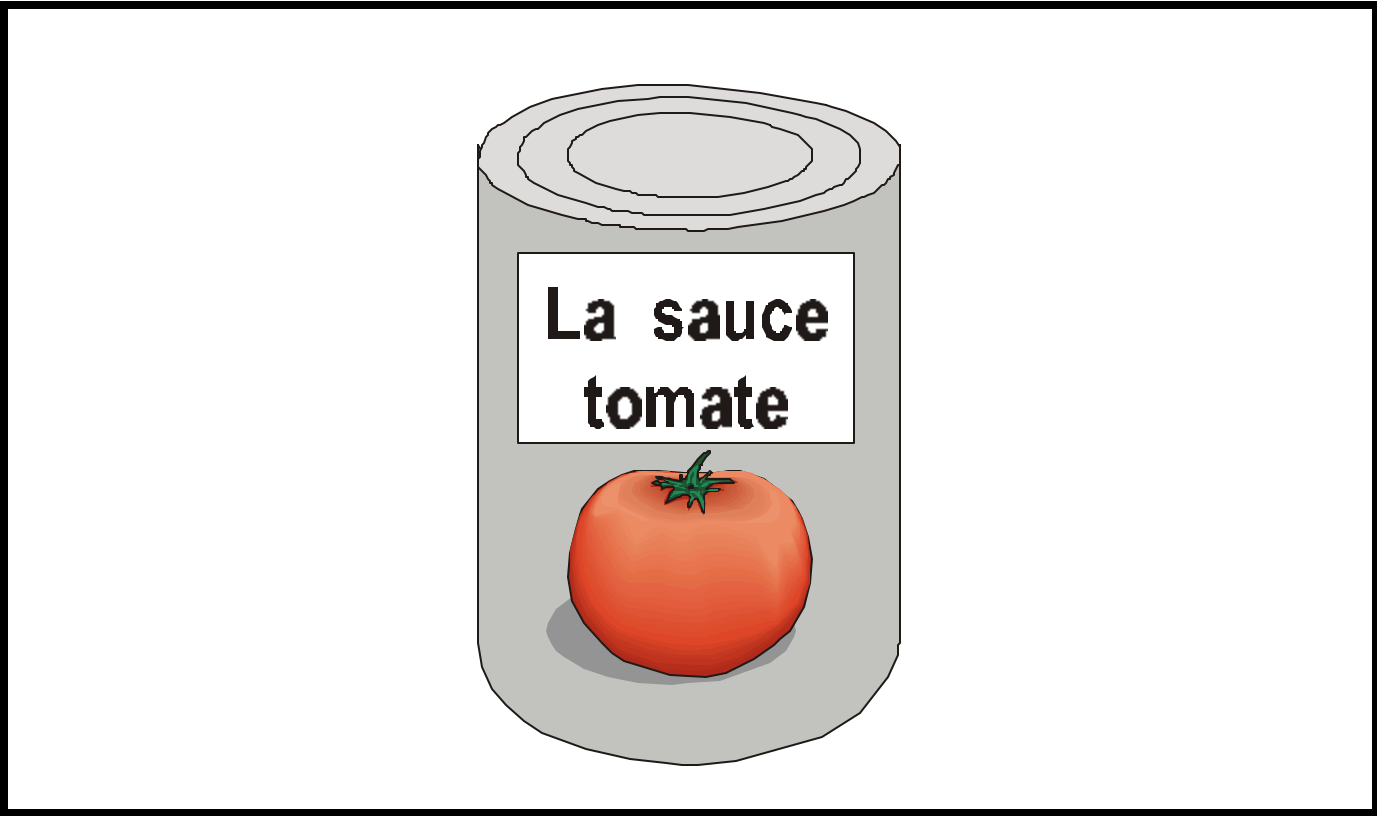
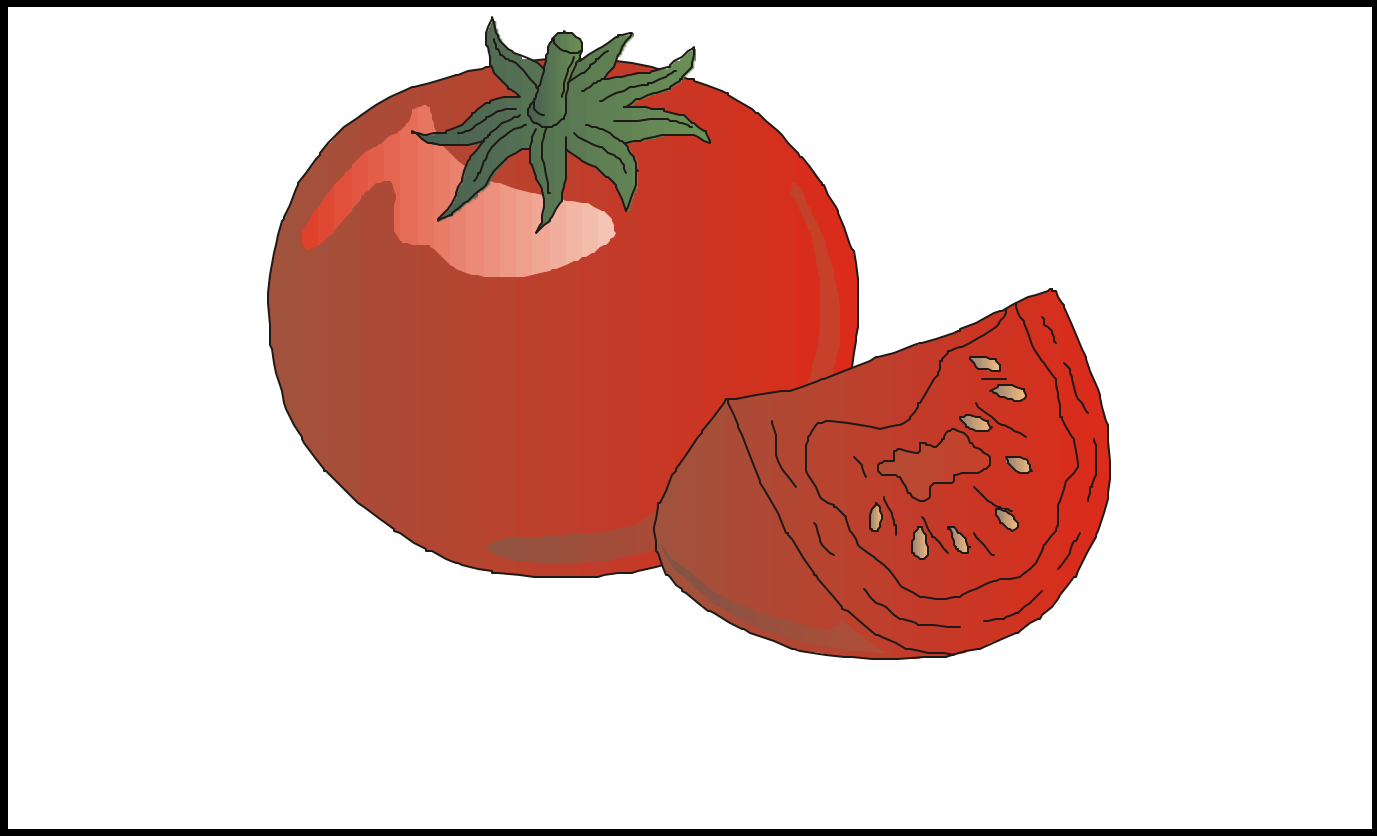

**Teaching Notes**

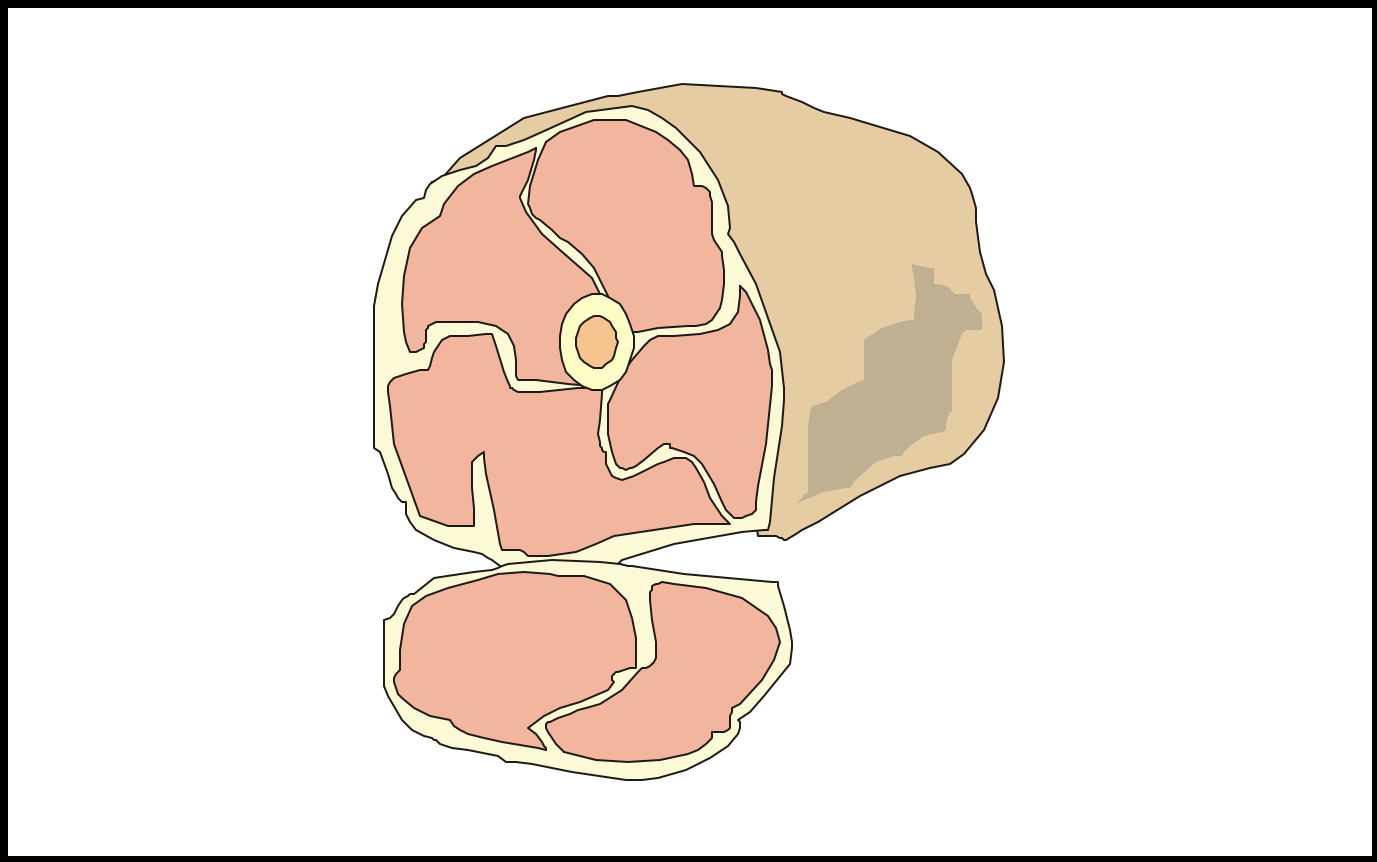
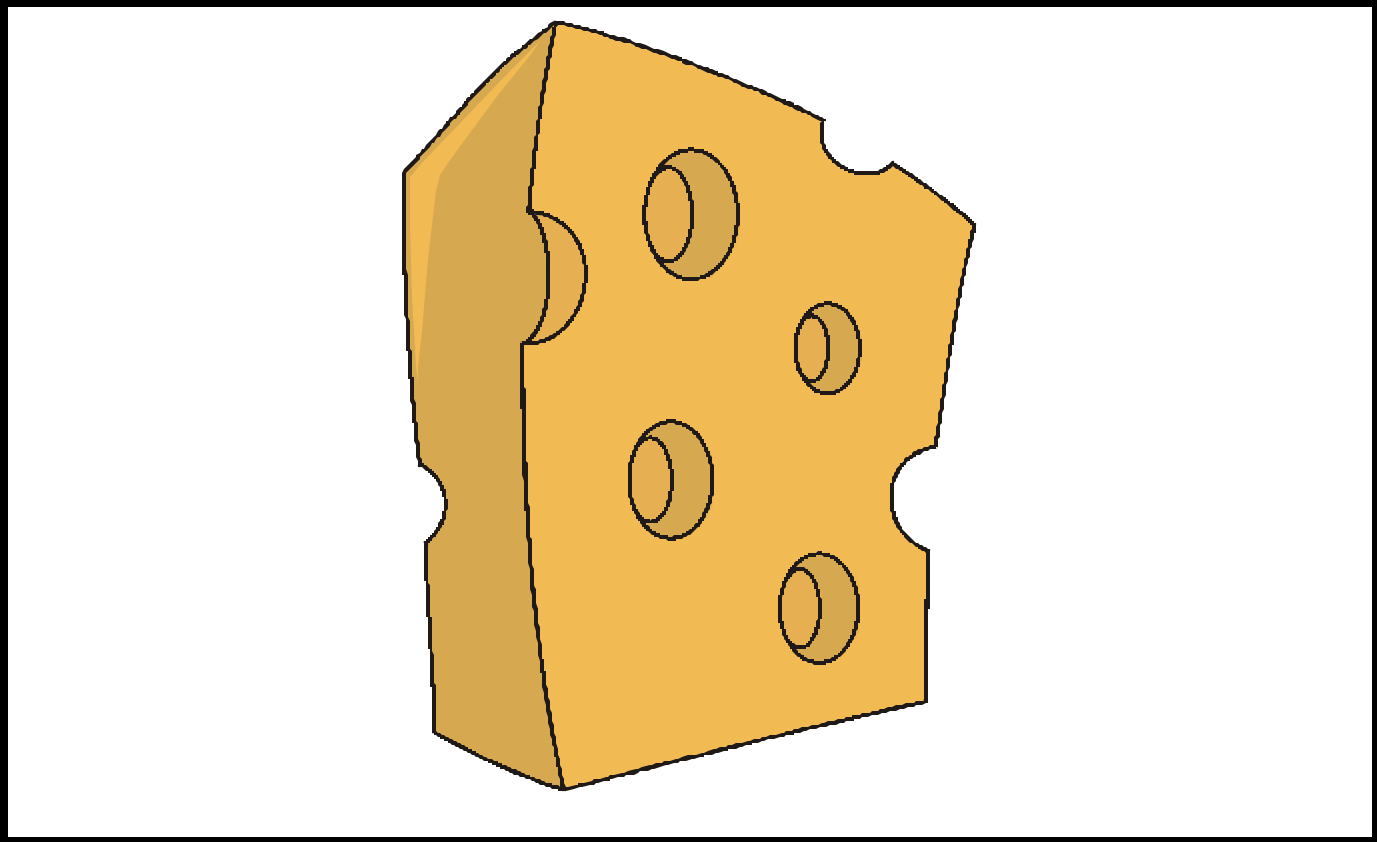
- This checklist is given to each of the students and records their participation while working in their pairs and small groups. As the teacher circulates throughout the classroom and observes the students at work, a self-stamper is used to indicate that students are participating, are on task, are speaking French during the activity, etc.
- A checkmark, teacher initials, or other significant mark could be used instead of the self-stamper.
- It would be up to the students and teacher to determine the criteria for receiving the stamp.

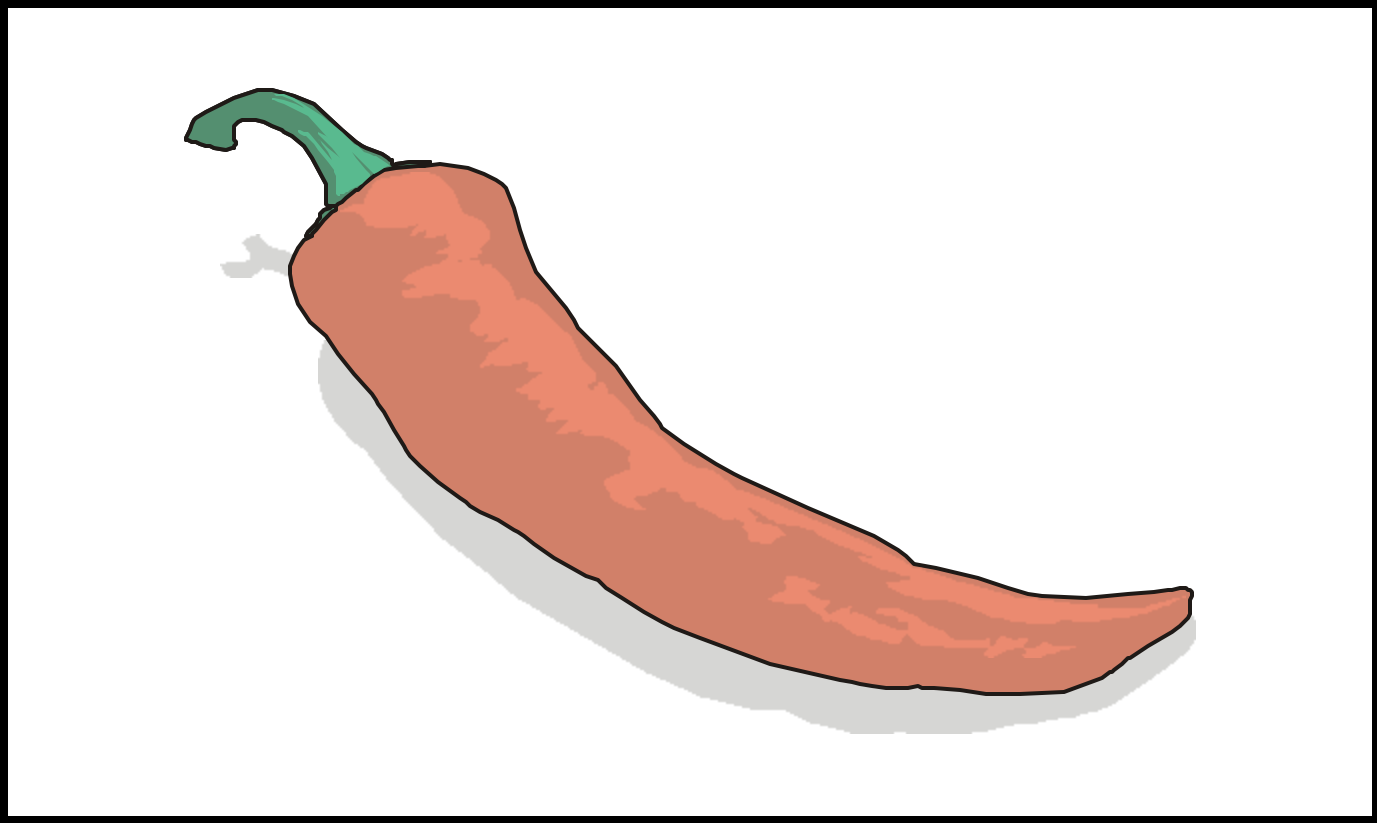




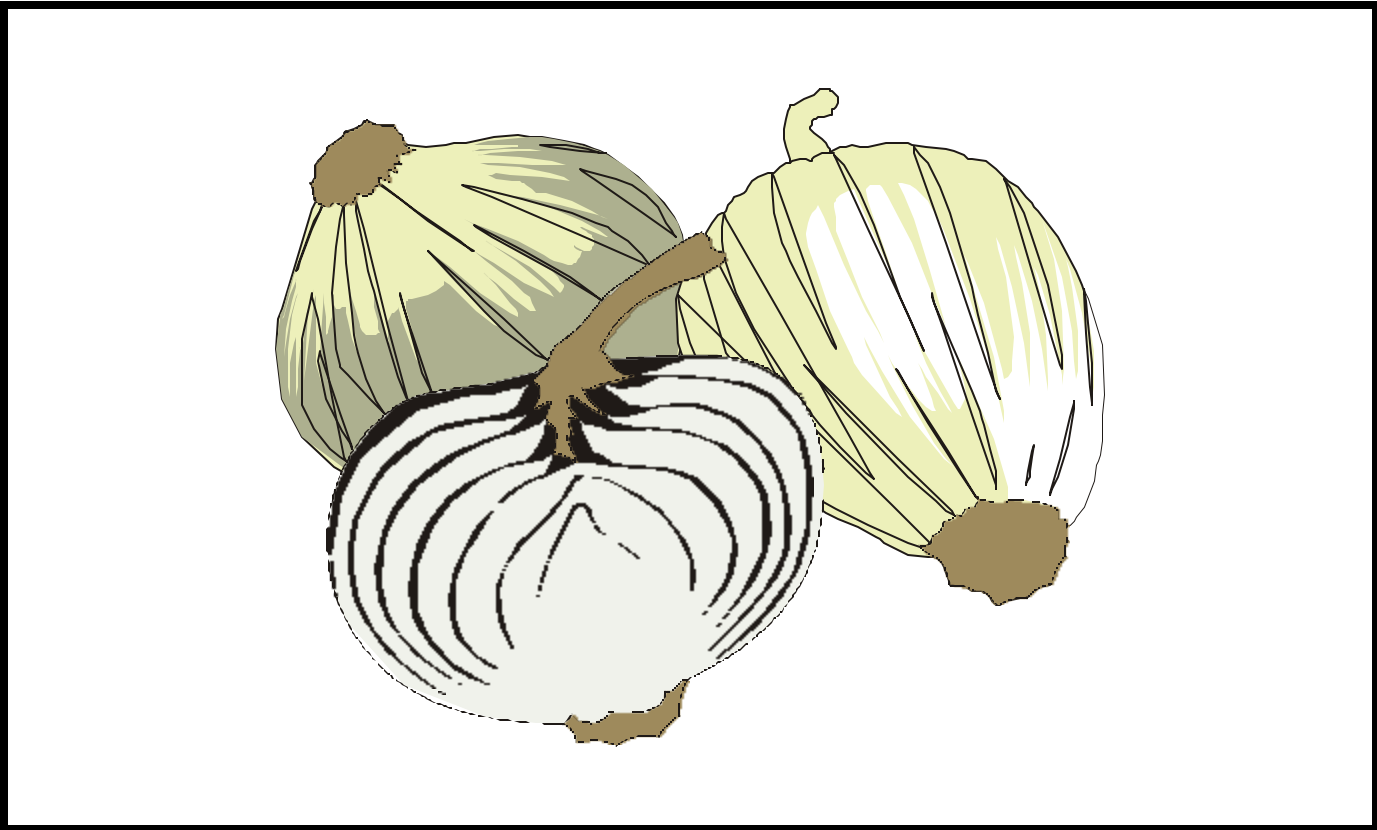
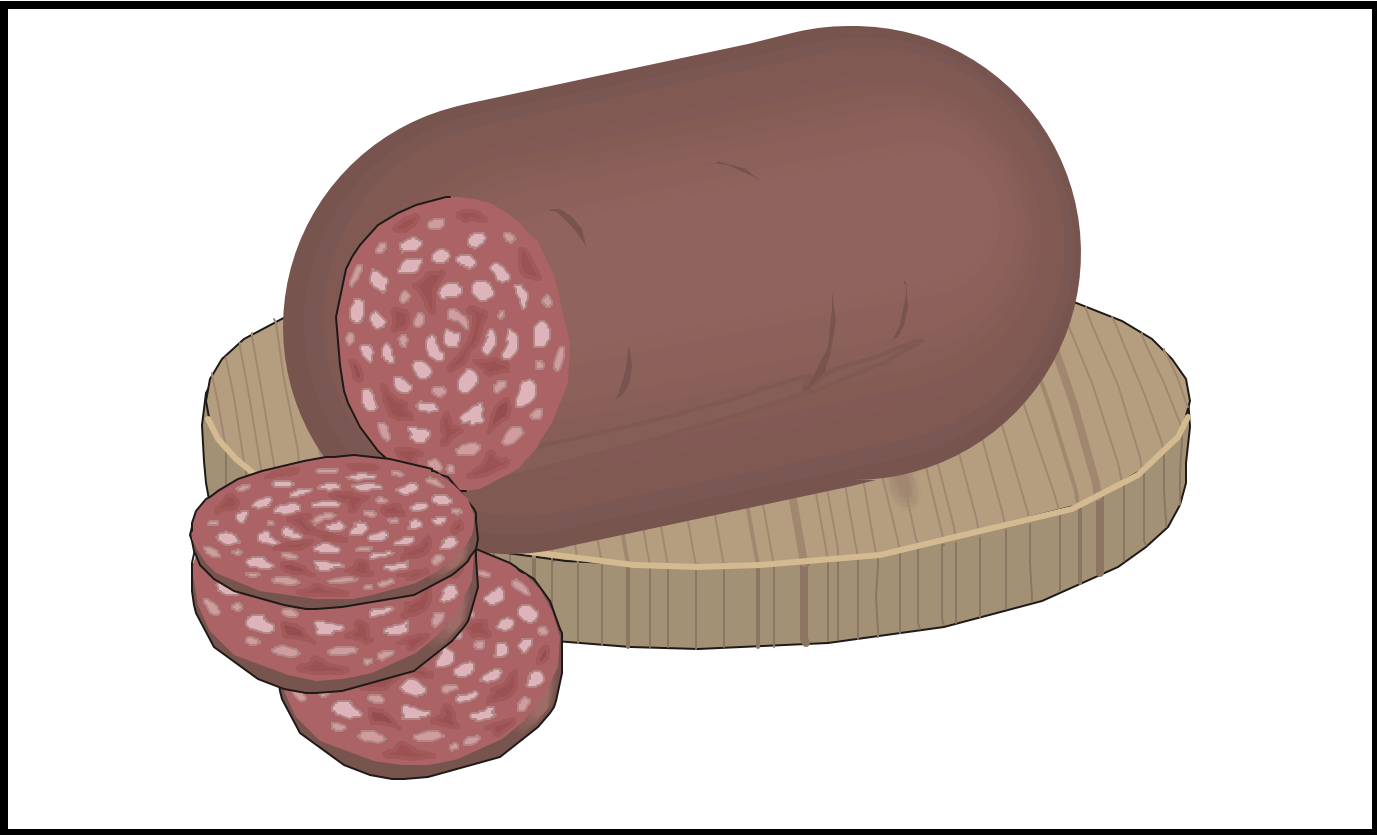


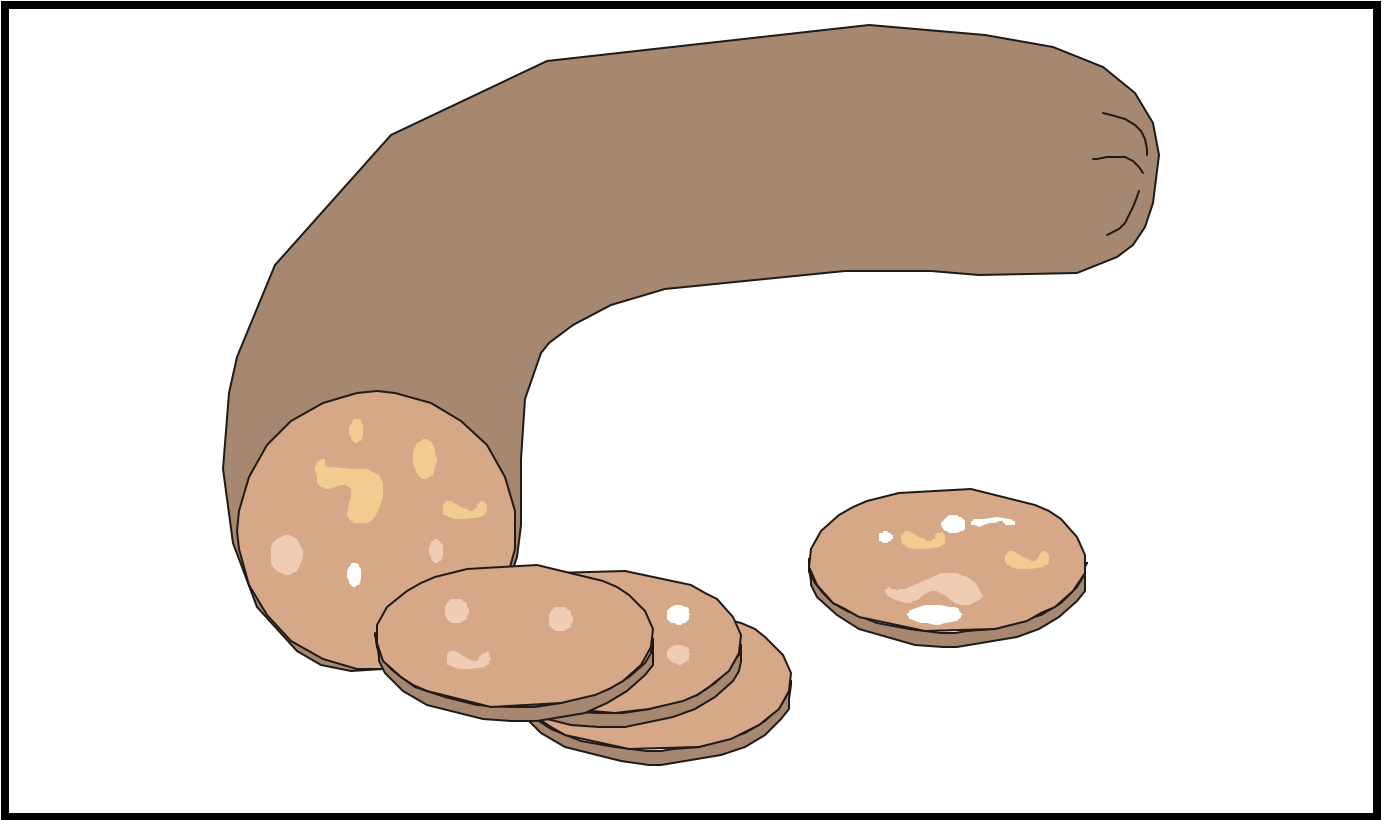


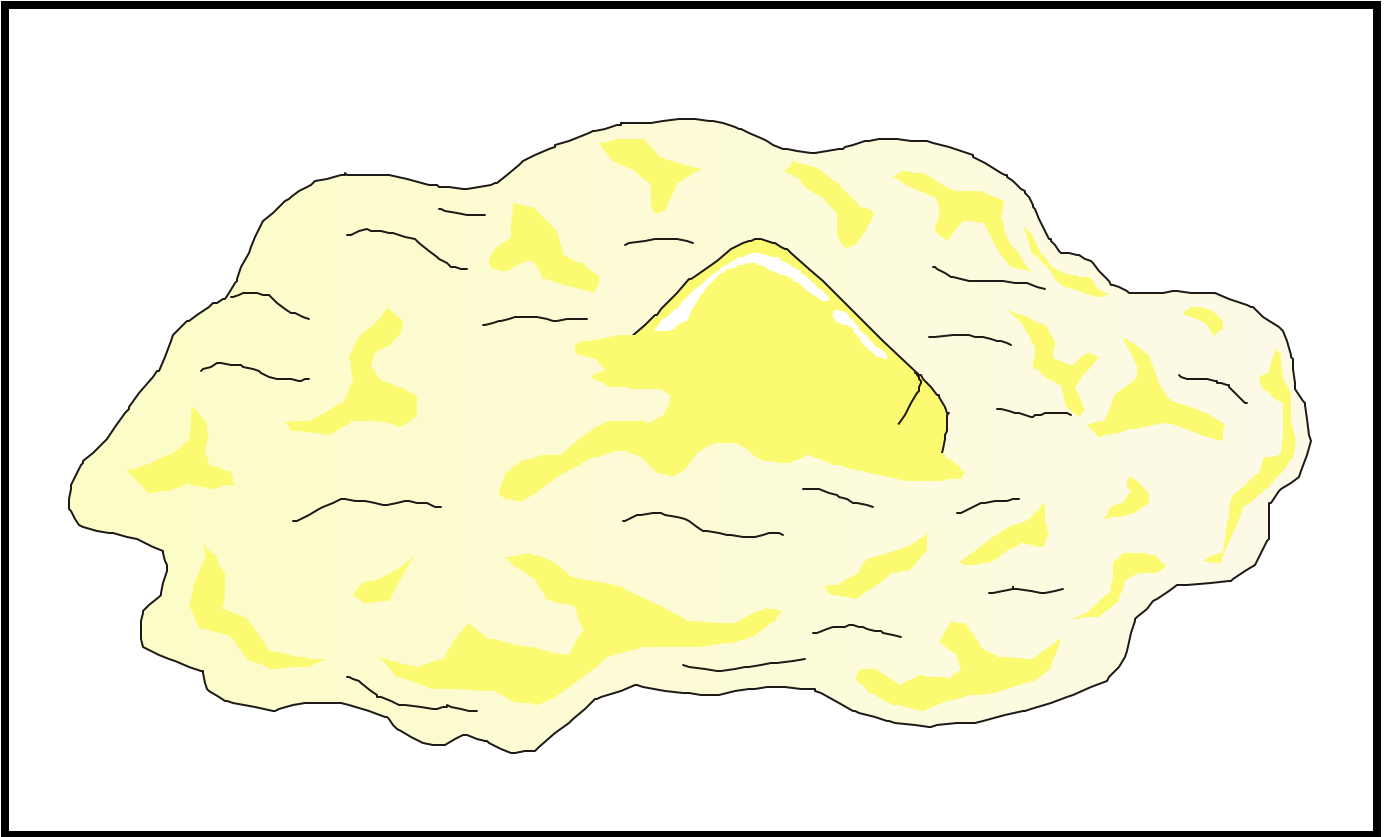












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## Resources:

The following resource suggestions were made by the teacher who developed the unit. Where possible, the distributor has been identified and the address is included at the end of the unit.

Teachers are encouraged to post queries on resources and other areas relevant to the teaching of Core French in the «Core French Discussion Area» on the Sask. Education (Official Minority Language Office) Website ([www.sasked.gov.sk.ca/bmlo](http://www.sasked.gov.sk.ca/bmlo))

### MUSIC:

- |   |  |
|---|--|
| ☒ «J'adore la pizza !»<br><i>Visages 2 : La Pizza</i><br>Gregg LeRock<br>(LRDC/ADD) | ☒ «Je suis une pizza»<br><i>Qu'il y ait toujours le soleil</i><br>Charlotte Diamond<br>(HBM) |
|---|--|

THE FOLLOWING SELECTIONS ARE ON THE TOPIC OF FOOD BUT NOT SPECIFICALLY ABOUT PIZZA.

- |  |  |
|--|--|
| ☒ «Au Supermarché»<br><i>Une Girafe à l'école</i><br>Suzanne Pinel<br>(BGL)                  | ☒ «Qu'est-ce qu'il y a à manger ?»<br><i>Rigolons !</i><br>Jacquot<br>(MEJ/TRALCO)         |
| ☒ «Ils ont faim»<br><i>Un Petit Trésor</i><br>Suzanne Pinel<br>(BGL)                         | ☒ «Qu'est-ce que tu veux manger ?»<br><i>Quand tu seras grand</i><br>Matt Maxwell<br>(AAT) |
| ☒ «J'ai du bon fromage au lait»<br><i>Train-train de chansons</i><br>Francine Pion<br>(RGMM) | ☒ «Tous les légumes»<br><i>Train-train de chansons</i><br>Francine Pion<br>(RGMM)          |
| ☒ «Le biscuit de chocolat»<br><i>Un Petit Trésor</i><br>Suzanne Pinel<br>(BGL)               | ☒ «Une pomme»<br><i>Une Lune</i><br>Suzanne Pinel<br>(BGL)                                 |
| ☒ «Les cadeaux des animaux»<br><i>Flic Floc</i><br>Suzanne Pinel<br>(BGL)                    | ☒ «Une salade de fruits»<br><i>Une Salade de Fruits</i><br>Alexandre<br>(BEL)              |
| ☒ «Les sandwichs»<br><i>Qu'il y ait toujours le soleil</i><br>Charlotte Diamond<br>(HBM)     |  |

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**PRINTED MATERIALS:**

- |  |   |
|--|---|
| <p>☒ «J'adore la pizza !»<br/><i>Collection Imagination, Images</i><br/>(LRDC/ADD)</p> <p>☒ «Je suis une pizza»game, CC2<br/><i>Core French, A Curriculum and Resource Guide for the Elementary Level, 1994</i><br/>(LRDC)</p> | <p>☒ «La Pizza, CC1»<br/><i>Core French, A Curriculum and Resource Guide for the Elementary Level, 1994</i><br/>(LRDC)</p> <p>☒ <i>Visages 2 : La Pizza</i><br/>(LRDC)</p> <p>(This program compliments this unit.)</p> |
|--|---|

**THE FOLLOWING RESOURCES ARE RELATED TO THE TOPIC OF FOOD BUT NOT SPECIFICALLY ABOUT PIZZA.**

- |   |   |
|---|---|
| <p>☒ <i>Acti-Vie 1 : Bonne collation, bonne nutrition !</i><br/>(LRDC)</p> <p>☒ <i>Analyse Nutritionnelle (McDonald`s), CC4</i><br/><i>Core French, A Curriculum and Resource Guide for the Elementary Level</i><br/>(LRDC)</p> <p>☒ <i>Carte Blanche</i><br/>(ADD)</p> <p>☒ «Dans La Maison»<br/><i>Cinquante Petites Chansons</i><br/>(WEI)</p> <p>☒ <i>Food Race Game, CC2</i><br/><i>Core French, A Curriculum and Resource Guide for the Elementary Level</i><br/>(LRDC)</p> <p>☒ <i>Horizons 1</i><br/>(ADD)</p> <p>☒ <i>Le Français sans souci</i><br/>(ADD)</p> | <p>☒ «Napoléon a faim»<br/><i>Les Histoires de Napoléon</i><br/>(RES)</p> <p>☒ <i>Pemmican, CC3</i><br/><i>Core French, A Curriculum and Resource Guide for the Elementary Level</i><br/>(LRDC)</p> <p>☒ <i>Pour nos petits manitobains</i><br/>(Manitoba K-5 Curriculum)<br/>(MTB)</p> <p>☒ <i>Prêt-à-commencer : L'alimentation</i><br/>Jocelyn Drozda<br/>(FSR)</p> <p>☒ «Quel beau sandwich»<br/><i>Troubadour</i><br/>(ADD)</p> <p>☒ «Savez-vous faire»<br/><i>Cinquante Petites Chansons</i><br/>(WEI)</p> <p>☒ «Un litre de crème glacée»<br/><i>Collection Imagination, Images</i><br/>(LRDC/ADD)</p> |
|---|---|

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☒ «Les Crêpes»  
*Troubadour*  
(ADD)

**EVALUATION**

☒ *Assessment Instruments for French as a  
Second Language: Beginner Level*  
(CASLT)

**LIST OF DISTRIBUTORS**

<b>AAT</b>	And All That P.O. Box 52614 1801 Lakeshore Road W. Mississauga, ON L5J 4S6	Tel: (905) 820-6160 Fax: (905) 820-6409
<b>ADD</b>	Addison-Wesley Longman Limited Publishers 26 Prince Andrew Place P.O. Box 580 Don Mills, ON M3C 2T8	Tel: (416) 447-1779 1-800-387-8028 Fax: 1-800-465-0536
<b>BEL</b>	Bélangel Productions Box 37 St. Boniface, MB R2H 3B4	Tel: (204) 231-1244 Fax: (204) 233-8122
<b>BGL</b>	Bouquinerie Gravel C.P. 176 Gravelbourg, SK S0H 1X0	Tel: (306) 648-3532 1-800-505-2665
<b>CASLT</b>	Canadian Association of Second Language Teachers 176 Gloucester St., Suite 310 Ottawa, ON K2P 0A6	Tel: (613) 234-6567 Fax: (613) 230-5940
<b>FSR</b>	First Step Resources Box 547 White City, SK S0G 5B0	Tel: (306) 584-1507
<b>HBM</b>	Hug Bug Music Inc. 6251 Chatsworth Road Richmond, BC V7C 3S4	Tel: (604) 274-8216 Fax: (604) 274-8210

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<b>LRDC</b>	Learning Resources Distribution Centre 1500 4 <sup>th</sup> Av. Regina, SK S4R 8C8	Tel: (306) 787-5987 Fax: (306) 787-9747
<b>MEJ</b>	Musique Éditions Jacquot C.P. Box 64 Clarksburg, ON N0H 1J0	Tel: (416) 536-3436
<b>MTB</b>	Manitoba Textbook Bureau C.P. 910 Souris, MB R0K 2C0	Tel: (204) 483-4040 Fax: (204) 483-3441
<b>RES</b>	The Resource Centre P.O. Box 190 Waterloo, ON N2J 3Z9	Tel: (519) 885-0826 Fax: (519) 747-5629
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